

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Masters of Science Nutrition and Dietetics – Nutrition Education

Dept: Public Health and Nutrition

College: College of Health and Human Services

Submitted by: Julie Dietz, Ph.D, Graduate Coordinator

Period Assessed: AY 2023, 2024

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): Students will demonstrate knowledge and understanding representing appropriate depth of knowledge related to nutrition requirements through the life cycle, and principles of nutrition education.
How are learners assessed?	<ol style="list-style-type: none"> 1. Certification of Comprehensive Knowledge Written Paper Total Score in NTR 5610 2. Systematic Review Oral Presentation Score in NTR 5610
What are the expectations for the students?	<ol style="list-style-type: none"> 1. Students complete the systematic review paper in NTR 5610. 2. Students complete the systematic review oral presentation in NTR 5610.
What are the expectations for the program?	<ol style="list-style-type: none"> 1. At least 80% of the students will receive a total score greater than 80% on the systematic review paper in the NTR 5610 course. 2. At least 80% of the students will score at least an 80% or greater on the systematic review oral presentation assignment as graded by the course instructor.
What were the results?	<ol style="list-style-type: none"> 1. 2023: 8/8 (100%) 2024: 2/2 (100%) 2. 2023: 8/8 (100%) 2024: 2/2 (100%)
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.
CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): Students will demonstrate critical thinking skills with regards to nutrition topics.
How are learners assessed?	<ol style="list-style-type: none"> 1. Comprehensive Knowledge Assessment Written Paper Score 2. Thesis Rubric

What are the expectations for the students?	<ol style="list-style-type: none"> 1. Students complete the comprehensive knowledge paper in NTR 5610. 2. Students defending theses will be evaluated on their critical thinking regarding nutrition topics.
What are the expectations for the program?	<ol style="list-style-type: none"> 1. 80% of students will score 80% or greater on the comprehensive knowledge paper in NTR 5600/5610. 2. 80% of students will receive a score of meets expectations or greater (3 of 4 on a 4-point scale).
What were the results?	<ol style="list-style-type: none"> 1. 2023: 8/8 (100%) 2024: 2/2 (100%) 2. 2023: N/A 2024: N/A
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s):
How are learners assessed?	<ol style="list-style-type: none"> 1. Comprehensive Knowledge Systematic Review Presentation in NTR 5600/5610
What are the expectations for the students?	<ol style="list-style-type: none"> 1. Students complete the Comprehensive Knowledge Systematic Review paper in NTR 5610.
What are the expectations for the program?	<ol style="list-style-type: none"> 1. 80% of students will score at least 80% on the Systematic Review Presentation in NTR 5610
What were the results?	<ol style="list-style-type: none"> 1. 2023: 8/8 (100%) 2024: 2/2 (100%)
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Students will demonstrate advanced scholarship through research projects that advance the body of knowledge in nutrition and dietetics.
How are learners assessed?	Comprehensive Knowledge Systematic Review Poster in NTR 5610
What are the expectations for the students?	Students develop and implement a research poster presentation on a nutrition topic.
What are the expectations for the program?	At least 80% of the students will receive a score of 80% or greater for this assignment.

What were the results?	1. 2023: 8/8 (100%) 2024: 2/2 (100%)
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.
CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s):
How are learners assessed?	1. Complete CITI training and earn certificate in NTR 5610 2. Organizational Ethics Discussion in NTR 5156
What are the expectations for the students?	1. Students are expected to take online CITI training to earn the completion certificate. 2. Students are expected to review an article, write an original response in an online discussion forum, and participate in the subsequent discussion on ethical relationships in the workplace. (2021)
What are the expectations for the program?	1. 100% of students earn the CITI certificate 2. 100% participation in the discussion forum
What were the results?	1. 2023: 8/8 (100%) 2024: 2/2 (100%) 2. 2023: 8/8 (100%) 2024: 2/2 (100%)
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

In Spring 2022, the Nutrition & Dietetics program merged with the Department of Public Health. During the subsequent 2.5 years, there have been a number of personnel changes (1 Unit A retirement; 2 new Unit A hires; 2 Unit A departures; 2 Unit B hires). A substantial revision to the Nutrition Education curriculum occurred in Spring 2022 (Fall 2022 effective date) which brought more

formal structure to the NE curriculum, and aligned it more closely with the Dietetic Internship curriculum, bringing a great deal more rigor to the program.

Of Note: 100% of students both years passed the CCK. Of those 10 students, 1 student had to participate in a remediation process in order to pass, but did pass as a result.

Part 3

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

- 1- Program was changed from 36 to 33 credits, reducing the total number of electives required (8 credits).
- 2- NTR 4751 Nutrition Therapy, previously NTR 4749, was added as a required course (4 credits)
- 3- NTR 5156 Leadership in Nutrition and Dietetics was been added as a required course.
- 4- An Accelerated Masters program was developed and initiated in FA22.
- 5- 1-credit electives were added to the overall course options to allow additional nutrition-focused options for students.
- 6- Credit for Prior Learning options were added for NTR 5150, 5154, 5156, 5990, 5155, 5151, and are being considered for other courses in the curriculum

Future Plans: Accommodating online and in-person students simultaneously continues to be a challenge as we balance the needs of online, in-person, and international students with limited resources. Changes in the accreditation model on the RDN side of the curriculum have expanded access to that program, with the result that many more NE students are migrating to the now-accessible Coordinated Program. Currently, 8 students will switch from the NE to the CP in January, 2025.

Initial conversations in Fall 2024 have focused on the following:

- Questions of the appropriateness of having a curriculum that is fundamentally identical to the clinical/RDN program (the only differences are which nutrition therapy sequence they take, and the clinical supervised practice experience).
- Lack of clarity about the target audience for the program.
- Concerns about faculty bandwidth/resources as we focus on a successful launch of the new Coordinated Program and accompanying 3+2 Accelerated Pathway.

- The majority of students in the NE were 100% online, and without access to a high-flex course delivery model at EIU, it is not practical to continue to try to serve the needs of both populations. Faculty load/bandwidth does not support this, nor does current enrollment/demands for the NE program.

Therefore, we will be exploring the available options to temporarily suspend the NE program (hiatus, if available) for 2 years in order to give the Nutrition & Dietetics faculty time to successfully launch the new Coordinated Program and associated accelerated pathways, then systematically evaluate the need for the NE program.

Other possibilities under consideration which will be part of the NE needs assessment:

- Possible interdisciplinary collaborations targeted at existing RDNs:
 - Interdisciplinary master's degree (or double/second master's degree package) in Sports Dietetics in conjunction with KSR that would align with the Board Certified Specialist in Sports Dietetics (CSSD) credential.
 - Interdisciplinary master's degree (or double/second master's degree package) in Gerontological Nutrition in conjunction with the Aging Students program in the Department of Human Services that would align with the Board Certified Specialist in Gerontological Nutrition (CSG) credential.
- Separating the two options
 - It is confusing to have both a clinical and non-clinical track in the master's degree program. Applicants struggle to understand which program they are applying to, resulting in the vast majority of applicants to the MSND:NE program needing to reapply to the RDN/clinical track.
 - For international students, if they have applied for a term we are not accept students into the clinical program, they then have to pay again to apply for the correct term and program.
 - Do an RME and move the MSND:NE to a stand-alone MS Nutrition Education, or some analogous name
 - This is not feasible unless and until we have enough student interest to support both the clinical program AND a non-clinical program, especially if the non-clinical program will have an online delivery format.